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ABSTRACT

This paper looks at the role of student affairs departments in fund raising, educating current college students about philanthropy, and alumni who were past participants in student affairs activities. The central thesis of the paper is that, because student affairs departments are particularly vulnerable to funding cuts, they should increase their own fund raising efforts, and the more students understand about philanthropy and loyalty to the institution the easier it will be to get them to make gifts as alumni. The paper discusses student involvement in co-curricular activities and the resulting close relationship with student affairs staff; examines cooperation between development and student affairs departments; notes that student affairs staff members are an ideal group of professionals to involve in fund raising activities because they have many skills applicable to development work; explores the changing role of student activities advisors and their potential participation in fund raising; and defines the constituency group in student affairs as being composed of alumni who were involved in student affairs, current students, and incoming students who may become involved. The paper closes with specific recommendations for collaboration with development department colleagues. (Contains 29 references.) (JB)

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Fund Raising: Building Constituency Groups in Student Affairs

NASPA IV-West
Regional Conference
November 1994

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Fund Raising: Building Constituency

Groups in Student Affairs

ABSTRACT

When university budgets become tight, student affairs areas are among the first to be reduced. Student affairs personnel are becoming increasingly aware of the need to gain financial independence through fund raising.

Student affairs has a natural constituency group that consists of alumni who were involved in student organizations and students who are currently involved. Student affairs personnel can start the expectation of giving by instilling a sense of loyalty to the institution and the responsibilities that come with that loyalty.

This program is designed for chief student affairs officers and other student affairs professionals interested in learning about the exciting adventures ahead for fund raising in student affairs.

Fund Raising: Building Constituency Groups in Student Affairs

Introduction

In 1641, Harvard College was the first institution of higher education to begin a fund raising program (Kroll, 1991). Today, most institutions have development officers to raise money for various academic departments or colleges within their institution (Kimmel, 1986; Shea, 1986; Terrell, Gold & Renick, 1993). Foundations, athletic departments, and alumni associations also have personnel working to raise money for their specific needs (Giving USA Update, 1990; Kroll, 1991). However, very few institutions hire personnel specifically to raise money for student affairs (Terrell, Gold & Renick, 1993). Student affairs professionals are becoming increasingly aware of the need to explore the opportunities to supplement their budgets through fund raising (Kimmel, 1986; Sandeen, 1988).

The purpose of this article is to inform student affairs professionals of the importance of educating students about philanthropy while they are in college. The more students understand the concepts of philanthropy and fund raising while in college, the easier it will be to get them to make a gift as alumni. The terms "professional" and "staff member" will be used interchangeably in this discussion with specific references to student activities advisors and residence hall personnel.

Extra-curricular activities have been a tradition on campuses for many years. Often times, when university budgets become tight, student affairs budgets are among the first areas to be reduced or eliminated. In addition, gift monies raised in this area may subsidize student attendance at leadership conferences, the purchase of programming materials or the hiring of

additional personnel (Fygetakis, 1992; Kroll, 1991; Sandeen, 1988; Shay, 1993).

Student Involvement

Alexander Astin's theory of student involvement states that the more students are involved on campus the more they will grow and learn from their educational experience (Astin, 1985). Because the students that are involved in co-curricular activities have a close relationship with student affairs staff, it would follow that the staff members with the greatest contact with students should play a more active role in alumni fund raising activities (Gordon, Strode & Brady, 1993). However, only recently have these two areas within higher education come together in the literature and in practice (Fygetakis, 1992; Kimmel, 1986; Kroll, 1991; Terrell, Gold & Renick, 1993). Student affairs professionals have been an overlooked resource in fund raising.

Alumni who were involved in campus activities are a natural constituency group because of the emotional attachment to the university that was gained while in college (Baade & Sundberg, 1993). Several studies have been conducted measuring the extent that financial support from alumni is linked to being active on campus as undergraduates. These studies indicated that donors participated more frequently in campus activities than non-donors. The more a student participated in student government, Greek life or any other campus organization, the more likely he/she will donate money to his/her alma matter (Deel, 1971; Gardner, 1975; Haddad, 1987; Hall, 1967; Keller, 1982; Shadoian, 1989). Because student affairs staff members have so much contact with students, they are the natural choice to get involved in the fund raising process (Gordon, Strode & Brady, 1993).

In the last few years there has been increased attention given to Student Affairs and

Development Offices working together (Terrell, Gold & Renick, 1993). Why should student affairs officers add fund raising to their list of duties? What role should student affairs professionals play in fund raising? Should undergraduates assist with fund raising? How will student affairs professionals define their constituency group?

Development and Student Affairs Working Together

In private institutions, development officers often work together in a centralized environment raising money for the entire campus (Kimmel, 1986). At public institutions, however, development officers often work as decentralized units, each raising money for their specific college, school or department (Baade & Sundberg, 1993). Because it is not an academic department, student affairs has often been overlooked as a potential fund raising area. This may be changing due to the increased importance placed on fund raising on campuses across the country (Baade & Sundberg, 1993; Giving USA Update, 1993).

Giving to higher education increased by almost five percent during the 1991-1992 fiscal year. Giving USA reported that the total dollar amount given to higher education increased to $10.7 billion in 1992, 1.6% higher than in 1991. In 1992, alumni giving rose six percent and accounted for 26.5% of total giving (Giving USA Update, 1993), which is the largest source of voluntary support to institutions of higher education (Baade & Sundberg, 1993). In spite of the modest increase in alumni giving, could it be that this is a reflection of low student involvement? Is it possible that alumni have not found their giving niche? The alumni that were solicited by their academic department may not have fond memories of a certain faculty member or class. Consequently, they may not choose to give their money to their academic department. However,

the same alumni may have been in a student organization and worked with a student affairs professional that provided them valuable leadership training. Student affairs may be the area this person treasured while in college. This person may find great satisfaction in giving back to the area that they remember most fondly. This has been an overlooked area for giving (Kimmel, 1986).

Student affairs staff members are an ideal group of professionals to involve in fund raising activities because they have many of the skills that would lend themselves to assist with development work. Administrative skills, the ability to lead and motivate others, familiarity with the constituencies on campus, and a broad understanding of higher education are some of these skills (Fygetakis, 1992; Kimmel, 1986; Kroll, 1991). Proper planning, organization and training must take place in order for the student affairs professional to have a clear understanding of the fund raising process. A sense of team work between development officers and student affairs officers should be developed so they can rely on one another as colleagues, not as competitors for the same alumni donations (Fygetakis, 1992; Kimmel, 1986).

In a 1991 study of chief student affairs officers (CSAO), 74% believed that they should be involved in fund raising. However, the CSAOs were concerned because 84% had not received any education in fund raising while in school or through workshops. Education on the basics of fund raising will have to be provided in order for student affairs professionals to be successful team members with fund raisers (Terrell, Gold & Renick, 1993). It is the responsibility of the CSAO to implement fund raising in student affairs. A commitment from the president, alumni association, development officers, and foundation will give the CSAO and the student affairs staff

the endorsement they need to begin fund raising efforts and education (Kimmel, 1986). If institutions are not able to hire full-time development officers for student affairs, the best alternative is to get student affairs staff members involved in the fund raising process.

A New Role For Student Activities Advisors

There have been many transformations in the field of student affairs. The new role of fund raiser is simply the latest in a long line. On campuses where there is a vision for student affairs professionals to have a part in fund raising, the student activities advisor may be able to play a significant role.

While CSAOs may believe in fund raising, a typical student activities advisor probably does not think about fund raising as part of his/her responsibilities (Terrell, Gold, & Renick, 1993). However, as a fund raiser, student activities advisors have a distinct advantage over other development officers. Not only can student activities advisors reach students of all ages, they can increase their awareness from the beginning on the importance of supporting the institution (Grafton, 1992). Residence hall personnel may have a greater opportunity for reaching students early simply because they have the most contact with first-year students. Student alumni and foundation groups can also expose students to fund raising by sponsoring campus programs. This idea can be introduced early and built upon each year (Olson, 1992; Rowland, 1986, p. 136).

> "Being able to cultivate students as good, active alumni long before graduation day is a great opportunity for the alumni association," Bethany A. Lent, director of alumni relations at Johnson & Wales University in South Carolina (Todd, 1992, p. 12).

Providing opportunities for students to get involved in fund raising may be the simplest

way to familiarize them with the process. Seventy-five percent of the CSAOs, in the study mentioned earlier, agreed that students should play a role in institutional fund raising activities (Terrell, Gold & Renick, 1993). Again, student activities advisors have a distinct advantage because they may be more accessible to students than anyone else on campus (Shay, 1984, p. 57; Terrell, Gold & Renick, 1993). Phone-a-thons, homecoming activities and serving as hosts/hostesses for alumni association events can enlighten students by exposing them to activities designed to encourage alumni giving. Becoming involved in these activities will allow students to discover the importance of philanthropy. When students understand the significance of philanthropy they will realize the impact that can be made through philanthropy (Nayman, Gianneschi & Mandel, 1993).

Student activities advisors can start the expectation of giving. They can begin to instill a sense of loyalty to the institution and the responsibilities that come with that loyalty (Brittingham & Pezzullo, 1990). If students are not exposed to the concept of philanthropy early in their college careers, most of them become familiar with it during their senior year. Many seniors choose to take part in their senior class gift to the institution. The gift is intended to raise money for the institution as well as teach seniors the importance of giving to the institution. Many senior class gift programs continue on for several years after graduation, requiring students to give an increasing amount each year (Garland, 1985; Goldberg, 1988). At Northwestern College in Roseville, Minnesota, seniors make an initial pledge of ten dollars. For the next four years they make payments of twenty, thirty, forty and fifty dollars respectively. Over a five year period, the college will collect one-hundred fifty dollars from members of the Class of 1994. This will allow

students to "enter a partnership in philanthropy that can benefit Northwestern for years to come" (Tinman & Samson, 1994). Once a consistency for giving has been established, alumni may continue giving throughout their lifetime.

On many campuses, the student activities advisors may remain constant over several years. This continuity may be helpful when a newsletter is sent to former student group members updating them on the organization. This is an easy way to keep young alumni informed, while at the same time, reinforcing the need to support the institution. Holding organization reunions during homecoming is another way to keep students in-tune to the organization and the institution. Maintaining the connection after graduation will continue to strengthen student's loyalty to the college (Todd, 1992).

Defining the New Constituency Group

A constituency group is a combination of people currently associated with a college or university, who have been associated in the past, and those who will be associated in the future (Rosso & Associates, 1991, p. 38). Student affairs fund raisers have a natural constituency group already formed. That group consists of alumni who were involved in a student organization while in college, current students who are involved, and incoming students with the potential to be involved.

Unfortunately, many institutions do not keep records of the activities alumni were involved in while in college. One of the responsibilities of student affairs staff members is to keep accurate and detailed records of the students they have contact with so this information can be turned over to alumni records for fund raising purposes. A membership intake process is an

opportunity to gain detailed information about students. The first step is to generate a data sheet on each student. The annual data sheet should contain the name, permanent address, social security number/student identification number, major, year of graduation, career goals, years involved in the organization, offices held, and outside interests of each student. It is essential to have each student list the names/addresses/phone numbers of three individuals who will know the address of the student in ten years. The additional names will be useful if the student is not easily located.

Once these students graduate, their records can be passed on to the alumni association to be entered into the alumni database. Once in the alumni database, the information can be processed and stored for use in future mailings and solicitations.

Recommendations

There are exciting adventures ahead for student affairs professionals who make fund raising a part of their careers. Student affairs professionals have the unique opportunity to broaden their responsibilities by collaborating with their colleagues in development. Here are some recommendations to make this collaboration easier:

1. Provide students an opportunity to get involved with philanthropy. The more they grasp the concepts of philanthropy while in college, the easier it will be to get them to make a gift as alumni.
2. Involve past student leaders in the fund raising process. Include them in the reunion planning or have them write an article for a newsletter.
3. Take a course, attend a conference or read books on philanthropy. The more

training you receive, the more effective you will be.

4. Consider hiring a full-time development officer to oversee fund raising in student affairs. A team effort to raise money will teach staff members and students more about philanthropy. It will allow for additional opportunities that, otherwise, may not have been possible.

Conclusion

As the competition for financial support increases, the importance of philanthropy will continue to increase. Student affairs professionals can have an impact on their departments or divisions by exposing and educating their already formed constituency group to the concept of philanthropy. The emerging association with development may allow student affairs professionals to expand their role as educators as well as strengthen the financial condition of student affairs on their campus.

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NASPA IV-WEST

Regional Conference

November 3-6, 1994

paths to community

" . . . to strive, to ask, to find, and not to yield . . ."

– Tennyson

Aspen, Colorado

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Friday - Programs . . . continued

6. **Enhancing the Potential of Students with Learning Disabilities in Postsecondary Education** **(Independence Room)**
Due to the dramatic increase in the number of students with learning disabilities attending colleges and universities, student affairs professionals are faced with even more challenges and conflicts. This program will emphasize specific strategies that will assist them, the faculty and institutions generally in enhancing a student's potential to be a successful contributor in the community.

Presenter: Peggy Wallert, Project Coordinator, University of Nebraska-Omaha
Co-Presenter: Carol Puffer, Learning Disabilities Specialist, University of Nebraska-Omaha

7. **Fund Raising: Building Constituency Groups in Student Affairs** **(Capitol Room)**
The purpose of this program is to introduce the ideas of fund raising into student affairs. While most institutions have development officers working hard to raise money, very few institutions have personnel who raise money specifically for student affairs. This program will outline the need for student affairs fund raisers as well as present steps to take in implementing a fund raising program.

Presenter: Irvin Cockriel, Chairman & Director of Graduate Studies, University of Missouri-Columbia
Co-Presenter: Karen Ondercin Kellog, Ph.D. Student in Higher and Adult Education and Foundations, University of Missouri-Columbia

8. **Paths to Community: Understanding the Psychosocial Development of College Students (ages 17-24) and Their Levels of Homophobia** **(Highlands Room)**
How might the degree of psychosocial development of college students be related to their levels of homophobia? Could programming to enhance psychosocial development help create "paths to community" by reducing the degree of homophobia on campuses? *"To strive, to ask, to find, and not to yield"* aptly defines the issues this program will address. Sponsored by the GLB Network.

Presenter: Edward Butler, Associate Professor, Emporia State University
Co-Presenter: Cynthia Keighley, Graduate Student, Emporia State University

9. **Establishing an Inexpensive Customer Service Program - A Mini-Workshop** **(Antero Room)**
"Students First" is UM-St. Louis' inexpensive customer service program. It includes: workshops, staff input, staff recognition, publications, evaluation, and senior and middle management leadership. Presenters will summarize the "Students First" program and then move into a workshop. During the workshop, participants will develop an outline for their campus customer service program.

Presenter: Sandy MacLean, Vice Chancellor for Student Affairs, University of Missouri-St. Louis
Co-Presenter: Deborah Kettler, Director, Career Planning & Placement, University of Missouri-St. Louis

10. **Educating Men on Sexual Assault** **(Ashcroft Room)**
This workshop will look at using a different approach to educate men on the issues surrounding sexual assault. It is based on a program developed specifically for men in fraternities and residence hall floors, offering them basic information and discussion in a non-defensive manner. Group participation and discussion are encouraged.

Presenter: Jim Hoppe, Associate Director Residence Life, St. Louis University
Co-Presenter: Tait Anberg, Assistant Director Residence Life, St. Louis University

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Friday, November 4 - Schedule

6:00 a.m.		Walk/Jog/Run with Kerry McCaig	Lobby
7:30 a.m. - Noon		Conference Registration	Ballroom Level
7:30 a.m. - 7:00 p.m.		Hospitality Table	Ballroom Level
7:30 a.m. - 7:55 a.m.		Continental Breakfast	Ballroom Salon I
8:00 a.m. - 8:45 a.m.		Speaker: Merna Jacobsen	Ballroom Salon I
		Interest Sessions:	
9:00 a.m. - 10:15 a.m.	#1	*Evaluating and Enhancing Human Relations Among Student Affairs Professionals*	Antero
	#2	*The Relationship Between Resource Networks and Educational Success Among American Indian Women in Albuquerque, New Mexico*	Ashcroft
	#3	*Taking AIM at the Disturbed/Disturbing Student: A Model Program*	Pyramid
	#4	*Student Government Leader Assessment*	Maroon Bells II
	#5	*Questions and Answers from Lee Knefelkamp*	Maroon Bells I
	#6	*Enhancing the Potential of Students with Learning Disabilities in Postsecondary Education*	Independence
	#7	*Fund Raising: Building Constituency Groups in Student Affairs*	Capitol
10:15 a.m. - 10:30 a.m.		Break	
10:30 a.m. - 11:45 a.m.	#8	*Paths to Community: Understanding the Psychosocial Development of College Students (ages 17-24) and Their Levels of Homophobia*	Highlands
	#9	*Establishing an Inexpensive Customer Service Program - A Mini-Workshop*	Antero
	#10	*Educating Men on Sexual Assault*	Ashcroft
	#11	*Campus Safety - A Community Approach*	Pyramid
	#12	*Political Correctness: A Path to or Away From Community?*	Maroon Bells II
	#13	*Writing for Funds, Fame and Fun*	Maroon Bells I
	#14	*Using Financial Aid to Promote Student Enrollment and Persistence*	Independence
	#15	*Enrollment Management and Total Quality Management: Can These Concepts Come Together for Higher Education?*	Capitol
12:00 a.m. - 1:00 p.m.		Buffet Luncheon and Discussion Roundtables	Ballroom Salon I
1:30 p.m. - 5:30 p.m.		Community Development Options	(See page 18)
7:00 p.m.		Hosted Mentor Dinners, or Dinner (on your own)	
10:00 p.m.		Regional Reception & Dessert hosted by Nancy Scott	The Bar

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